

Guinyard Elementary

125 Herlong Avenue
St. Matthews, SC 29135

Grades	PK-5 Elementary School	
Enrollment	612 Students	
Principal	Dr. Jacqueline Mayo	803-874-3314
Superintendent	Dr. Shirley Martin	803-655-7310
Board Chair	Michael Drake	803-655-5034

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	24	33	12

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes

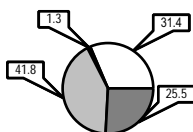
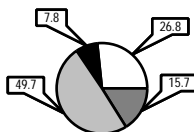
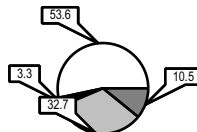
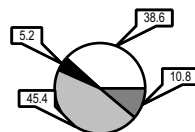
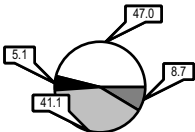
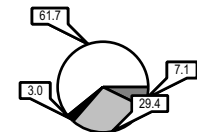
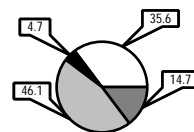
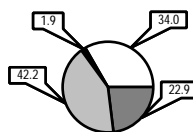
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	318	97.8	30.5	42.4	25.8	1.3	38.4	Yes	Yes
Gender									
Male	170	97.1	37.9	40.4	21.1	0.6	31.7		
Female	148	98.7	22.0	44.7	31.2	2.1	46.1		
Racial/Ethnic Group									
White	37	91.9	19.4	48.4	29.0	3.2	48.4	I/S	I/S
African American	270	98.5	32.1	42.7	24.0	1.1	36.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	275	98.6	26.0	44.3	28.2	1.5	42.7		
Disabled	43	93.0	60.0	30.0	10.0	0.0	10.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	318	97.8	30.5	42.4	25.8	1.3	38.4		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	97.8	30.4	43.2	25.0	1.4	37.8		
Socio-Economic Status									
Subsidized meals	300	97.7	31.7	42.3	24.6	1.4	37.0	Yes	Yes
Full-pay meals	18	100.0	11.1	44.4	44.4	0.0	61.1		

Mathematics – State Performance Objective = 36.7%									
All Students	318	97.8	25.8	50.3	15.9	7.9	40.7	Yes	Yes
Gender									
Male	170	97.7	28.4	49.4	16.7	5.6	34.6		
Female	148	98.0	22.9	51.4	15.0	10.7	47.9		
Racial/Ethnic Group									
White	37	94.6	18.8	34.4	34.4	12.5	53.1	I/S	I/S
African American	270	98.2	27.6	52.9	13.0	6.5	37.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	275	98.2	19.5	53.3	18.4	8.8	45.6		
Disabled	43	95.4	65.9	31.7	0.0	2.4	9.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	318	97.8	25.8	50.3	15.9	7.9	40.7		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	97.8	26.4	50.7	15.2	7.8	40.2		
Socio-Economic Status									
Subsidized meals	300	97.7	26.4	51.8	14.8	7.0	38.7	Yes	Yes
Full-pay meals	18	100.0	16.7	27.8	33.3	22.2	72.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	318	99.1	53.6	32.7	10.5	3.3	13.7
Gender							
Male	170	99.4	57.0	30.3	9.1	3.6	12.7
Female	148	98.7	49.6	35.5	12.1	2.8	14.9
Racial/Ethnic Group							
White	37	94.6	31.3	31.3	18.8	18.8	37.5
African American	270	99.6	57.4	32.8	8.7	1.1	9.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	275	98.9	49.4	35.0	11.8	3.8	15.6
Disabled	43	100.0	79.1	18.6	2.3	0.0	2.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	318	99.1	53.6	32.7	10.5	3.3	13.7
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	99.0	54.3	32.3	10.0	3.3	13.3
Socio-Economic Status							
Subsidized meals	300	99.0	55.2	33.0	9.4	2.4	11.8
Full-pay meals	18	100.0	27.8	27.8	27.8	16.7	44.4

Social Studies							
All Students	318	99.1	38.6	45.4	10.8	5.2	16.0
Gender							
Male	170	99.4	43.6	40.6	9.1	6.7	15.8
Female	148	98.7	32.6	51.1	12.8	3.5	16.3
Racial/Ethnic Group							
White	37	94.6	21.9	46.9	12.5	18.8	31.3
African American	270	99.6	41.1	45.7	10.2	3.0	13.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	275	98.9	34.6	47.5	11.8	6.1	17.9
Disabled	43	100.0	62.8	32.6	4.7	0.0	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	318	99.1	38.6	45.4	10.8	5.2	16.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	99.0	39.0	45.3	10.3	5.3	15.7
Socio-Economic Status							
Subsidized meals	300	99.0	40.6	44.8	10.8	3.8	14.6
Full-pay meals	18	100.0	5.6	55.6	11.1	27.8	38.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	112	98.2	9.4	42.5	46.2	1.9	48.1
	4	85	97.7	40.7	39.5	18.5	1.2	19.8
	5	121	97.5	42.6	44.3	12.2	0.9	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	112	97.3	22.9	50.5	19.0	7.6	26.7
	4	85	98.8	34.1	43.9	18.3	3.7	22.0
	5	121	97.5	22.6	54.8	11.3	11.3	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	112	100.0	47.2	43.5	7.4	1.9	9.3
	4	85	100.0	54.2	28.9	14.5	2.4	16.9
	5	121	97.5	59.1	25.2	10.4	5.2	15.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	112	100.0	25.9	61.1	10.2	2.8	13.0
	4	85	100.0	38.6	42.2	12.0	7.2	19.3
	5	121	97.5	50.4	33.0	10.4	6.1	16.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 612)				
First graders who attended full-day kindergarten	100.0%	Up from 0.0%	100.0%	100.0%
Retention rate	1.3%	Down from 3.6%	3.9%	3.0%
Attendance rate	96.1%	No change	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.9%	Up from 0.0%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Up from 0.0%	5.9%	3.2%
Eligible for gifted and talented	5.3%	Down from 7.1%	3.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.9%	Down from 3.1%	8.1%	8.2%
Older than usual for grade	1.5%	Down from 2.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.1%	Up from 0.6%	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	50.0%	Up from 46.3%	50.0%	52.6%
Continuing contract teachers	64.6%	Down from 87.8%	73.7%	83.3%
Highly qualified teachers	93.2%	Down from 100.0%	91.7%	93.5%
Teachers with emergency or provisional certificates	2.6%	Up from 2.5%	3.1%	0.0%
Teachers returning from previous year	78.4%	Down from 80.0%	81.7%	87.0%
Teacher attendance rate	95.2%	Up from 93.3%	95.0%	95.0%
Average teacher salary	\$42,334	Down 1.5%	\$40,440	\$41,703
Prof. development days/teacher	7.7 days	Down from 7.9 days	14.5 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 16.6 to 1	16.3 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 88.9%	88.9%	89.8%
Dollars spent per pupil*	\$6,302	Down 1.9%	\$7,566	\$6,242
Percent of expenditures for teacher salaries*	65.8%	Down from 68.9%	63.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	94.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Guinyard Elementary will consist of preschoolers (three-year-olds) through fifth graders for the 2005-2006 school year. The expected enrollment is 700 students, with four child development classes, four kindergarten classes, six first grade classes, five second grade classes, six third grade classes, five fourth grade classes, and four fifth grade classes, two Montessori classes, and a Student Recovery class.

The staff is committed to providing an excellent education to all students. The faculty has received training in process writing, Four Frame Math, science kits, and Smartboard technology. Additionally, the staff received specialized training in the literacy model (PATE). To assist in instruction, Guinyard Elementary has a lead teacher and a math coach who meet with the staff once a week to provide assistance to new and veteran teachers.

During the 2004-2005 school year, many exciting programs were implemented. The assistant principal met with students to assist in a specialized character building program, Boys 2 Men. Also, selected students received daily computerized instruction through the SuccessMaker Program. Many students participated in Literacy Chats with the principal, and each week a student author was featured on the morning show. Guinyard met its goal of obtaining 4,000 AR points. Additionally, many students had opportunities to publish their own books. Monthly, the Mad Scientist visited third, fourth, and fifth grade students. Specialized activities such as Family Math Night and Math Olympics were held during the school year. Along with regular school activities, students in second through fifth grade had an opportunity to participate in the thirteen after-school classes that were held. These classes targeted both gifted and remedial students.

Students, teachers, and parents saw the expansion of the arts program, which included learning how to play the recorder and steel drums. The emphasis on the arts program culminated with a Caribbean Celebration of the Arts Night highlighted by a visiting artist in residence.

Our focus for the 2005-2006 school year will continue to be English language arts and mathematics. A reading teacher will target fourth and fifth grade students so that all students will be on grade level when they are promoted to the middle school.

Guinyard is fortunate in having strong community support. Joint endeavors with the School Improvement Council resulted in the beautification project for the grounds and a mentoring program. Also, parent volunteers provided daily clerical assistance to the staff and mentoring to our students. We, at Guinyard, strongly believe that "Together We Can."

Dr. Jacqueline Mayo, Principal

Celeste Smalls-Sumpter, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	104	58
Percent satisfied with learning environment	75.7%	84.5%	78.2%
Percent satisfied with social and physical environment	75.7%	72.3%	68.5%
Percent satisfied with school-home relations	75.7%	79.4%	69.1%

*Only students at the highest elementary school grade level at this school and their parents were included.